INFLUENCE OF PSYCHO-DEMOGRAPHIC FACTORS ON STUDENTS' ACADEMIC ENGAGEMENT IN THE SOUTHWESTERN NIGERIA

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Abstract
This *study investigated the influence of home, school, teacher and student factors as predictors of academic engagement among polytechnic students in South-West, Nigeria. The study adopted descriptive survey research design. Six public polytechnics in South-West, Nigeria (Lagos, Ogun, Oyo, Osun, Ondo and Ekiti states) were selected. The sample was 1,800 students and 600 lecturers from the six selected public polytechnics in South-West, Nigeria consisting of 300 students and 100 lecturers who were randomly selected from each of the six public polytechnics using purposive and stratified random sampling techniques. Data were analysed using Pearson product moment correlation and multiple regression analysis. Multiple regressions provided information on the joint effect and relative contributions of the home, school, teacher and student factors to the prediction of academic engagement among the public polytechnic students in South-West, Nigeria. It also contained some derivatives such as analysis of variance, inter-correlation matrix and standard regression weight tables. Results indicated the independent variables (parental involvement, socio-economic status, school connectedness, school resource availability, students interest in schooling, student academic self-efficacy, study habit, emotional intelligence, teachers' collective efficacy, teachers' self-efficacy, teachers' attitude towards teaching, and school level environment) when pooled together have significant effect on academic engagement ($r = .607$, $r^2 = .368$, adj. $R^2 = .364$; $p < .05$). About 36.4% of the variation was accounted for by the independent variables. The regression analysis shows that there is significant effect of the independent variables on the dependent ($f [12, 1764] = 85.741$; $p < .05$). The independent variables made significant contribution to the prediction of academic engagement, except teachers' attitude towards teaching ($\beta = .029$, $p > .05$). In terms of magnitude of contribution, emotional intelligence made the most significant contribution ($\beta = .336$, $p < .05$) to the prediction. It was recommended that Polytechnic management should endeavour to provide enabling environment to enhance the level of students' academic engagement.*

Keywords: Academic engagement, Polytechnic students, Teacher-student factors

Introduction

In higher education, student academic engagement has become a concept most commonly used to describe a compendium of behaviours characterising students (Krause, 2015). It has even been suggested that student academic engagement could be used as an indicator of institutional teaching quality (Kuh, 2011). What is academic engagement and how can it be measured? Measuring academic engagement and its link to learning is challenging, this is especially true when it is used to describe a range of behaviours that learners exhibit (Bulger, Mayer, Almeroth, & Blau, 2018). The class attendance is a crude measure, in that it is only ever indicative of participation and does not necessarily consider the quality of the participation. It has nevertheless been found to be an important variable in determining student success (Douglas, 2019).

Class attendance is used as a measure for academic engagement, simply because it is one of the few indicators of academic engagement, visible or external to the students (Huitt & Cain, 2015). For example, student motivation is often linked closely with positive academic engagement and has been defined as an internal state or condition that activates behaviour and gives it direction (Huitt & Cain, 2015). Therefore, class participation could be seen as an indicator of behaviour activated by student motivation, it is evidently an important aspect of student academic engagement. Academic engagement is a broad construct that encompasses more than just participation (Huitt & Cain, 2015).

Coates (2017) affirms that students' academic engagement comprises active and collaborative learning, participation in challenging academic activities, formative communication with academic staff, involvement in enriching educational experiences, as well as feeling legitimated and supported by university learning communities. This suggests that students' academic engagement is the amalgamation of a number of distinct elements, including active learning, collaborative learning, participation, communication among teachers and students feeling legitimated and supported. Some of the polytechnic students are often not enthusiastic about education nor are they dedicated to school. The resultant effect is low academic achievement, which in turn, is a precursor to dropping out of school (Redd, Brooks & McGarvey, 2001).

Further, Lonczak, Abbott, Hawkins, Kosterman, and Catalano, (2002); Samdal, Nutbeam and Kannas (1998) posit that three school characteristics stand out as helping young people feel connected to school while simultaneously encouraging student academic engagement: (1) high academic standards coupled with strong teacher support; (2) an environment in which adult and student relationships are positive and respectful; and (3) a physically and emotionally safe school environment. Students who feel connected to school (independent of how these students are faring academically) are less likely to use substances, exhibit emotional distress, demonstrate violent or deviant behaviour, experience suicidal thoughts or attempt suicide and become pregnant. In addition, when young people feel connected to school, they are less likely to skip school or be involved in fighting, bullying and vandalism (Schapps, 2003; Wilson and Elliott, 2003). These students are more likely to succeed academically and graduate (Connell, Halpern-Felsher, Clifford, Crichlow, & Usinger, 1995; Wentzel, 1998).

Some of the polytechnic students usually do not take their academic engagement seriously hence at the end of second semester of their first year they are asked to withdraw from the institution. Some of the students have very poor study habits and usually schedule their studies few weeks to the examination. During mid-semester test and examinations, students usually engage in all sorts of examination malpractices. This consists of the use of electronic devices, such as handsets and bringing illegal copied documents in hardcopies to the examination hall. The students sometimes engage in other anti- social activities rather than their educational pursuit.

In the polytechnic school system, the issue of lack of facilities such as instructional materials are also prominent. The library and lecture room facilities are inadequate. All these factors make it difficult for students to properly engage in academic activities, this results in poor academic performance.

Individuals or groups of polytechnic students who show little engagement in their education often have fewer positive experiences in the classroom than other students. For example, students who have frequent cases of school absenteeism lose opportunities to participate fully in educational development. Likewise, those who struggle to meet classroom academic

or behavioural expectations may experience repeated embarrassment or failure, which in turn may lead to diminished satisfaction and motivation for school.

Consequently, researches have focused on what factors actually account for the observed and measured differences in students' academic engagement. Most efforts have concentrated on external factors such as school structure, curriculum design and implementation, society and government. Not much effort has been made on factors such as home, school, teacher and student factors combined. This study therefore, examine the influence of the home, school, teacher and student factors on academic engagement among polytechnic students in South-West, Nigeria.

Objectives of the Study

The main purpose is to investigate the influence of home, school, teacher and student factors as predictors of academic engagement among polytechnic students in South-West, Nigeria. Specifically, the study investigated the relationship, joint effect, relative effects and contributions of home, school, teachers and student factors on academic engagement.

Research Questions

1. What is the relationship among parental involvement, socio-economic status, school connectedness, school resource availability, students' interest in schooling, student academic self-efficacy, study habit, emotional intelligence, teacher's collective efficacy, teacher's self-efficacy, teachers' attitude towards teaching, school level environment and academic engagement?

2. What are the joint effects of independent variables (parental involvement, socio-economic status, school connectedness, school resource availability, students' interest in schooling, student academic self-efficacy, study habit, emotional intelligence, teacher's collective efficacy, teacher self-efficacy, teachers' attitude towards teaching, and school level environment) on academic engagement?

3. What are the relative effects of independent variables (parental involvement, socio-economic status, school connectedness, school resource availability, students' interest in schooling, student academic self-efficacy, study habit, emotional intelligence, teacher's collective efficacy, teachers self-efficacy, teachers attitude towards teaching, and school level environment) on academic engagement?

Methodology

This study adopted the descriptive research design of correlational type. It is a design that seeks to establish cause-effect relationships which a researcher usually has no control over the variables of interest and therefore, cannot manipulate.

Population of the Study

The population of the study was all the students and lecturers of the six selected public polytechnics in South-West, Nigeria. This comprises Lagos, Ogun, Oyo, Osun, Ondo and Ekiti states. Three federal and three state public polytechnics were selected.

Sample and Sampling Technique

The sample was 1,800 students and 600 lecturers from the six selected public polytechnics in South-West, Nigeria. It means that 300 students and 100 lecturers were randomly selected from each of the six public polytechnics. The sampling technique utilised for the study was purposive and stratified random sampling techniques.

Academic Engagement Scale
The student engagement survey called SAENS (Student Academic Engagement Scale) developed by Rupayana (2002) was used in this study. The scale is a 9-item version of student engagement capacity developed in a 4-point Likert format. The scale was found to have two dimensions of effort and enjoyment, with effort consisting of five items such as " I want to learn the skills needed for this class" and enjoyment contained four items, such as " I am usually eager to go to this class." The scale was found to have a high reliability with α for effort and enjoyment at .83 and .85 respectively. The instrument was revalidated through a pilot survey conducted and the result shows 0.77 Alpha reliability co-efficient.

Parental Involvement Scale
The Parental Involvement Scale by Hicks (2006) was used to measure the levels of the parents' involvement in their child's education. The scale is a 10-item Likert scale with options from one (1) – Strongly Disagree (SD) to four (4) – Strongly Agree (SA). The scale has a Cronbach alpha of 0.87. The instrument was revalidated through a pilot survey conducted and the result shows 0.74 alpha reliability co-efficient.

Socio-Economic Status Scale
The Socio-Economic Status Scale developed by Salami (2010) was used as a measure of Socio-Economic Status of the participants. The SES scale asked for information on the educational qualifications and occupational status of the participants' parents (mother and father or guardians). The parents' educational qualification (14 points) and occupational status (10 points) were summarised to indicate the participant's socio-economic status. The highest score obtained when the parents' education was combined with their occupational status score was 24 while the least was 4. The correlation coefficient obtained between the two scores on the two SES scales was 0.64 alpha reliability co-efficient.

School Environment Scale
The development and validation of a new instrument, the School Level Environment Questionnaire (SLEQ) are described. The SLEQ measures students' perceptions of psychosocial dimensions of the environment of the school. The instrument was reduced to 20 items, revalidated through a pilot survey conducted, the result shows 0.95 alpha reliability co-efficient.

Resource Availability Questionnaire
The scale was developed by Doughty (2001), a 20-item, checklist of resources made available to students on a course developed with the teacher and the students were asked to indicate against each item whether they used it, how useful it was, how easily accessed, how critical it was for their study, etc. The instrument was revalidated through a pilot survey conducted and the result shows 0.84 alpha reliability co-efficient.

Collective Teacher's Efficacy Scale
The Collective Teacher Efficacy Scale developed by Goddard, Hoy and Hoy (2000) was used to measure 'teachers' beliefs about the collective (not individual) capability of a group of teachers to influence student achievement. The scale is divided into two parts, general competence (GC) and task analysis (TA). In answering the questionnaire, respondents were required to assess the overall teaching effectiveness of the staff in their schools. This factor was called general competence. They also assessed other factors that impact on teaching such as school facilities, community support and classroom management issues. The instrument was revalidated through a pilot survey conducted and the result shows 0.80 Alpha reliability co-efficient.

School Connectedness Scale
The school connectedness was measured using Students Campus Connected Questionnaire (SCCQ) developed and validated by Agu, Omenyi and Odimegwu (2010) with resources from literature review which include such works as that of Cunningham, Wang and Bishop (2007), Edens (2006) and Libbey (2003). The instrument was revalidated through a pilot survey conducted and the result shows 0.91 alpha reliability co-efficient.

Teacher's Self-Efficacy Scale
The degree to which participants feel efficacious in their jobs as teachers was employed to measure Teacher's Self-efficacy, Scale Short Form Tschannen-Moran and Woolfolk-Hoy (2001). Additionally, the authors found the scale to correlate positively with a previous measure of teacher self-efficacy (r = .48), teacher locus of control (r = .33), and responsibility for student achievement (r = .46). For this study, the internal consistency reliability of this scale was 90. The instrument was revalidated through a pilot survey conducted; the result shows 0.97 alpha reliability co-efficient.

Teacher's Attitude to Teaching Scale
This scale was used to measure teacher's attitude to teaching, it was constructed by Hussain (2004). The original instrument has 66 items, but was re-modified to 20 items with response format ranging from strongly agree (5) to strongly disagree (1). The 20-item scale was subjected to localisation and psychometric analysis. The test-retest approach was used and it yielded a reliability index of 0.69. The instrument was revalidated through a pilot survey conducted; the result shows 0.87 alpha reliability co-efficient.

Interest in Schooling Scale
The interest in schooling scale was used as a measure of interest in this study. It was developed by Umoinyang (1999). The scale has 15 items, measuring interest in schooling on a four Likert response format, ranging from strongly agree (4) to strongly disagree (1). The instrument was revalidated through a pilot survey conducted; the result shows 0.76 alpha reliability co-efficient.

Study Habit Scale
The study habit was measured using Students' Study Habit Scale (SHS) by Umoiyang (1999). The scale seeks response from students on their study habits in class and in private study. The scale consists of 10 items on which respondents were to indicate the extent to which they use appropriate study skills on a four-point scale. The instrument was revalidated through a pilot survey conducted and the result shows 0.85 alpha reliability co-efficient.

Academic Self-Efficacy Scale
Academic self-efficacy was measured using an adopted and modified version of the Morgan-Jinks Student Academic self-efficacy Scale developed by Jinks and Morgan (1999). The adopted and modified instrument contains 30 items, reduced to 20 and revalidated through a pilot survey. The instrument has a response format ranging from 'Really agree (1) to Really disagree (4). The instrument was revalidated through a pilot survey conducted and the result shows 0.82 alpha reliability co-efficient.

Emotional Intelligence Scale
Wong and Law (2002) developed the measure based on summary of a perspective of emotional intelligence in the literature, which consists of four domains. These domains form the four subscales of the measure. The instrument was revalidated through a pilot survey conducted; the result shows 0.91 alpha reliability co-efficient.

Procedure for Administration
The researcher got permission from the authorities of the selected polytechnics before commencing the research work. Students were contacted and the essence of the study was explained to them before the instruments were administered to them. Thereafter, the questionnaires were collected for scoring.

Data Analysis
Data were analysed using Multiple regression analysis. Multiple regressions provided information on the joint effect and relative contributions of the home, school, teacher and student factors to the prediction of academic engagement among the public polytechnic students in South-West, Nigeria. It also contained some derivatives such as analysis of variance, inter-correlation matrix and standard regression weight tables.

Results
Research Question One: What is the relationship among parental involvement, socio-economic status, school connectedness, school resource availability, students' interest in schooling, student academic self-efficacy, study habit, emotional intelligence, teacher's collective efficacy, teacher's self-efficacy, teachers' attitude towards teaching, school level environment and academic engagement?

Table 1: Descriptive Statistics and Correlations among the variables

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
Acad Engag	1												
Parentl Invol.	.114*	1											
Socio-economic Status	.179*	.129*	1										
School Connectedness	.275*	.177*	.169*	1									
School Resource Availability	.010	.040	.004	.246*	1								
Student Interest in Schooling	.297*	.114*	.055	.196*	.075	1							
Stud Acad Self Efficacy	.351*	.293*	.050	.226*	.046	.321*	1						
Study Habit	.146*	.084*	.074	.119*	.270*	.050	.138*	1					
Emotional Intelligence	.431*	.251*	.063	.296*	.024	.099*	.390*	.094*	1				
Teachers Collective Efficacy	.127*	.154*	.134*	.774*	.136*	.065	.013	.004	.107*	1			
Teachers self-Efficacy	.029	.060	.069	.086	.096	.062	.102*	.027	.006	.253*	1		
Teachers Attitude to Teaching	.006	-082*	.003	.028	.079*	.013	.076	.007	.031	.003	.199*	1	
School level Environment	.124*	.062*	.067	.029	.022	.021	.028	.094	.058	.103*	.098	.226*	1
Mean	26.23	33.29	33.11	54.83	31.37	38.07	58.14	29.35	50.60	75.08	84.62	73.90	78.46
Standard Deviation	4.59	4.52	6.72	10.45	3.64	5.58	7.46	5.27	9.34	11.45	9.50	10.15	9.09

* Sig. at .01 level, * Sig. at .05 level

In table 1, academic engagement is significantly correlated with: (1) Parental Involvement($r=.114$; $p<.05$), (2) Socio-economic Status($r=-.179$; $p<.05$), (3) School

Connectedness(r=.275; p<.05), (4) Students Interest in Schooling (r=.297; p<.05), (5) Student Academic Self-efficacy (r=.351; p<.05), (6) Study Habit (r=.146; p<.05), (7) Emotional Intelligence (r= .431; p<.05), (8) Teachers' Collective Efficacy (r= .127; p<.05) and (9) School Level Environment(r=.124; p<.05) but not significantly correlated with (1) School Resource Availability (r=.010; p>.05), (2) Teachers Self efficacy (r= .029; p>.05) and (3) Teachers Attitude towards Teaching(r=.006; p>.05).

Research Question Two: What are the joint effects of independent variables (parental involvement, socio-economic status, school connectedness, school resource availability, students' interest in schooling, student academic self-efficacy, study habit, emotional intelligence, teacher's collective efficacy, teacher self-efficacy, teachers' attitude towards teaching, and school level environment) on academic engagement?

Table 2: Multiple regression analysis on Academic Engagement Data

R	.607
R-Squared	.368
Adjusted R-Squared	.364
Std. Error of the Estimate	3.6605

ANOVA

Model	Sum of Squares	dF	Mean Square	F	Sig.
Regression	13786.608	12	1148.884	85.741	.000
Residual	23636.650	1764	13.399		
Total	37423.258	1776			

Table 2 shows that the independent variables (Parental Involvement, Socio-economic status, School Connectedness, School Resource Availability, Students Interest in Schooling, Student Academic Self-efficacy, Study Habit, Emotional Intelligence, Teachers Collective Efficacy, Teachers Self-efficacy, Teachers Attitude towards Teaching, and School Level Environment) when pooled together have significant effect on Academic Engagement ($R = .607$, $R^2 = .368$, Adj. $R^2 = .364$; $P < .05$). About 36.4% of the variation was accounted for by the independent variables.

Research Question Three: What are the relative effects of independent variables (parental involvement, socio-economic status, school connectedness, school resource availability, students' interest in schooling, student academic self-efficacy, study habit, emotional intelligence, teachers collective efficacy, teachers self-efficacy, teachers attitude towards teaching, and school level environment) on academic engagement?

Table 3: Relative Effects of Independent Variables on Academic Engagement

Model	Unstandardized Coefficient		Standardised Coefficient	T	Sig.
	B	Std. Error	Beta		
(Constant)	21.001	2.078		10.108	.000
Parental Involvement	-7.914	.021	.078	-3.752	.000
Socio-economic Status	.135	.014	.197	-9.909	.000
School Connectedness	4.170	.009	.095	4.432	.000
School Resource Availability	.125	.026	.099	-4.828	.000
Students Interest in Schooling	.153	.017	.185	9.111	.000
Student Academic Self-efficacy	9.988	.014	.162	7.143	.000
Study Habit	8.854	.017	.102	5.070	.000
Emotional Intelligence	.165	.011	.336	15.568	.000
Teachers Collective Efficacy	-6.561	.008	.164	-7.985	.000
Teachers Self-efficacy	4.214	.010	.087	4.250	.000
Teachers Attitude towards Teaching	-1.294	.009	.029	-1.419	.156
School Level Environment	-8.026	.010	.159	-7.954	.000

In Table 3, each of the independent variables made significant contribution to the prediction of academic engagement, except teachers' attitude towards teaching (β = .029, P >.05). In terms of magnitude of contribution, emotional intelligence made the most significant contribution (β = .336, P <.05) to the prediction. Other variables made significant contributions in the following order: Socio-economic Status (β = .197, P <.05), Students Interest in Schooling (β = .185, P <.05), Teachers Collective Efficacy (β = .164, P <.05), Student Academic Self-efficacy (β = .162, P <.05), School Level Environment (β = .159, P <.05), Study Habit (β = .102, P <.05), School Resource Availability (β = .099, P <.05), School Connectedness (β = .095, P <.05), Teachers' Self-efficacy (β = .087, P <.05), Parental Involvement (β = .078, P <.05) and Teachers' Attitude towards Teaching (β = .029, P <.05).

Discussion

The result of the first research question reveals that academic engagement is significantly correlated with parental involvement, socio-economic status, school connectedness, students' interest in schooling, student academic self-efficacy, study habit, emotional intelligence, teachers' collective efficacy and school level environment but not significantly correlated with school resource availability, teachers' self-efficacy and teachers attitude towards teaching.

This is in line with Scribner et al. (1999) that school staff tended to see parental involvement as participation in activities and events at the school, and being available as volunteers and fund-raisers. After working closely with families, teachers realised that the parents' primary concern was to help students to be successful academically, socially and to strengthen the home school relationship. Bridgeland, DiIulio and Morison (2006) note that more communication between parents at home could have prevented students from dropping out of school. Another study finds students were likely to stay in school when families were more engaged in their education (Barnard, 2004).

Students who do not feel they belong at school or reject school values, are often referred to in the literature as alienated or disaffected. The participation component of engagement is characterised by factors such as school and class attendance, being prepared for class,

completing homework, attending lessons and being involved in extra-curricular sports or hobby clubs. It is well-established that a positive teacher student relationship is a developmental asset for students Birch and Ladd (1997), Crosnoe, Johnson and Elder (2004). Students whose relationships with teachers are characterised by closeness and less conflict, exhibit low levels of aggression and other conduct problems (Hughes, Cavell and Johnson, 1999), Ladd, Birch and Buhs (1999) are better accepted by classmates (Hughes, Cavell and Wilson, 2001), and achieve at high levels Birch and Ladd (1997), Skinner and Belmont (1993). On a cautionary note, the out-of-school activities of high socio-economic status students have been more widely studied than those of low socio-economic status students (Mahoney and Cairns, 1997). This study corroborates Good (1973) that good study habit enhances students' academic performance. Good study habits are therefore, perceived to be determinants of academic performance of students. That is why efforts are made to develop and improve study habits in students.

From the findings above, the outcome of this research bolsters the fact that academic engagement is determined by various factors. It is important to note that sense of belonging at school and acceptance of school values as well as behavioural component pertaining to participation in school activities are very vital in the life of the students. The psychological component emphasises students' sense of belonging or attachment to school, which has to do with feelings of being accepted and valued by peers and by others in their school.

The result of the second research question shows that the independent variables (parental involvement, socio-economic status, school connectedness, school resource availability, students interest in schooling, student academic self-efficacy, study habit, emotional intelligence, teachers' collective efficacy, teachers' self-efficacy, teachers attitude towards teaching, and school level environment) have significant joint effect on academic engagement. This supports Guo and Harris (2000) that the adequate quantity of cognitively stimulating materials in the home strongly predicts academic engagement. Moreover, Rosenzweig (2001) shows that positive parenting strategies have a greater impact on the academic engagement of students of low socio-economic status than on students of middle and high socio-economic status.

The importance of these research findings is that academic engagement increases when students enjoy positive parental involvement, enhanced socio-economic status, availability of school resources, increased interest in schooling, high academic self-efficacy, good study habit, high emotional intelligence, high teachers' self-efficacy, positive teachers' attitude towards teaching and enabling school environment. The importance of these findings is that schools should create a balanced environment in which early successful experiences produce gains in students' motivation, sociability and other positive characteristics which will lead directly to further efforts and successes. As part of this spiralling effect, students become more socially and intellectually engaged and so experience increasingly enjoyable and stimulating exchanges with teachers and peers, producing positive reactions and encouragement from them that leads to even more constructive effort and continuing learning gains.

In terms of magnitude of contribution, emotional intelligence made the most significant contribution to the prediction. Other variables made significant contributions in the following order: socio-economic status, students' interest in schooling, teachers' collective efficacy, students' academic self-efficacy, school level environment, study habit, school resource availability, school connectedness, teachers' self-efficacy, parental involvement and teachers' attitude towards teaching. This corroborates the findings of Offord and Waters (1983) that students' engagement and the school environment provide a disposition towards learning,

working with others and functioning in a social institution. This is expressed in students' feelings that they belong at school and participation in school activities. Thus, researchers contended that students' attitudes towards school and participation strongly affect their decision whether or not to pursue post-secondary studies as it is known that youths who have behavioural problems tend to be disaffected with or in school (Offord and Waters, 1983). Assigning complex and challenging hands-on tasks lead to high cognitive engagement, this enhances students' motivation to learn, particularly when teachers provide instructional support and insist on deep understanding (Blumenfeld and Meece, 1988). Adeyemo (2005) posits that the importance of interest in whatever a person does cannot be underestimated when it comes to making a choice, this is because interest is of considerable importance.

Academic engagement is closely tied to student's success; thus, it deserves to be treated alongside academic achievement as an important schooling outcome. This implies that factors such as socio-economic status, students' interest in schooling, teacher's collective efficacy, students' academic self-efficacy, school level environment, study habit, school resource availability, school connectedness, teachers' self-efficacy, parental involvement and teachers' attitude towards teaching are highly responsible for academic engagement among the polytechnic students.

Conclusion

In conclusion, it can be deduced from this study that home, school, teacher and student factors have a great impact on academic engagement and achievement. This means that poor home, school, teacher and student factors will impact negatively on academic engagement and achievement. To enhance academic engagement and achievement, it might be necessary to forge collaboration and/or partnership among home, school, teachers and students.

Recommendations

1. School counsellors should intensify efforts to organise seminars/conferences on the implications of these factors (the home, school, teacher and student factors) on students' academic engagement.
2. There is need for parents/guardians to improve on the level of their involvement in the academic pursuit of their wards, this will help in enhancing the students' academic engagement.
3. The teachers training institutes should include in their curriculum for training teachers, ways and strategies of improving on teachers' attitude towards teaching and self-efficacy. This is because these factors have significant impact on students' academic engagement in the school.

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